English Language Proficiency Standards' Introduction

The *Revised Missouri English Language Proficiency Standards and Grade Level Expectations* document is a work-in-progress. It is the intent that educators who use the document suggest additions as well as changes and substitutions for the progress indicators, activities, and linguistic elements.

Structure:
The national TESOL PreK-12 English Language Proficiency Standards serve as our ELP Standards. The document focuses on the Missouri Grade Level Expectations (GLEs) which are the content-area benchmarks to which we teach and measure student achievement in this state. Each GLE has been broken down to each bullet within the GLE. For each bullet, there is a progress indicator and a suggested assessable activity. These are written for five language proficiency levels. In addition, many ELP GLEs have a linguistic component and/or academic language to be taught. Because this is a working document, teachers' suggested additions to this piece will be greatly appreciated.

Educators will benefit from knowing the following when using the Missouri ELP Standards:

Background Information:

o   ELLs start their learning at their proficiency level as indicated by the results of the last English language proficiency test.

o   The GLEs do not have to be taught or met sequentially. However, since they are progressive and developmental in nature, teachers need to begin the ELL's instruction at his/her *English language proficiency level* rather than his/her grade level, *which may mean addressing GLEs from previous grade levels first*, once the students's needs are identified.

o   Activities for each Progress Indicator are not prescriptive, merely examples; there are as many variations on these activities as the teacher can imagine. However, any activity designed must address the Progress Indicator and the GLE.

o   The Progress Indicator is a way to assess ELL's performance to meet the GLE at the student's *language proficiency level*.

An Example the ELP Standards and GLEs:

o Below the Knowledge Standard from the *Show-Me Standards* is highlighted in red. The Grade Level Expectation (GLE) is highlighted in bright green. The Language

   Proficiency Level is highlighted in yellow.

o Each activity and progress indicator have the following components: a language function, a topic of or context of interaction, language complexity and support. (Note:

   The language complexity is embedded in each proficiency level.).

2	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times				
C	Grade 7				
	Use details from text to • identify **plot** and **sub-plot**, **theme** and various types of **conflict**				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
Text Elements	Identify the plot of a modified text read by the teacher with visual and peer support.	Describe and label the plot of the modified text using phrases with peer and teacher support.	Illustrate sub-plot, theme, and conflict from a modified short story with peer and teacher support.	Differentiate components of the main plot and sub-plots, conflicts and theme of a modified text with peer support.	Discuss components of the main plot and sub-plots, conflicts and of a modified text with peer support.
	Activity: Complete a storyboard with a partner after teacher modeling.	**Activity:** Plot outline of story using sentence strips in sequential order with a partner after teacher modeling.	**Activity:** Plot outline on a graphic organizer. Use story events and time lines with a group after teacher modeling.	**Activity:** Plot outline of a short story with a partner; include main and subplots, conflict(s) and theme.	**Activity:** Find examples from text that illustrate major and minor conflicts between and among characters with a partner.
	Vocabulary: plot characters, problems, solutions, where, **Stem:** "First…." "Second…etc"	**Vocabulary:** conflict, change, setting, future, past, present	**Vocabulary:** main character, sub-plot, theme, main idea, resolution, turning point. **Stems:** "The main plot is _____." "The theme is _____." "The sub-plot is _____."	**Vocabulary:** climax, resolution **Stems:** "The climax occurred (or happened) when ____." "The resolution occurs when ___."	**Vocabulary:** conflict **Stem:** "The main conflict of the story is *man against* _____."
ST	CA 2 1.6, 2.4, 3.4, 3.5, 3.7, 3.8, 3.1				
FR	I 1d-c, 3c, II 1b, 1d, 2a, 1e, III 1a, g-h, 2a-b, IV 2b-c, 5-8				

Note: ST refers to the *Show-Me Standards* document; FR refers to the Missouri Curricular Frameworks document.

General Information about English Language Learners:

o ELLs begin at a specific proficiency level as indicated on an English Language Proficiency screening test.

o Provide a picture dictionary, an ESL dictionary an ESL thesaurus and native language dictionary (if possible) and when appropriate at each level.

o The following are some skills, grammar and usage that might be very difficult for ELLs because these are so different or do not exist in their language(s):

   o Directionality of print (reading from right to left, back to front, and bottom to top)

   o Yes/no question format

   o Punctuation and capitalization rules

   o Sounds and blends

   o Word order

   o Plurals

   o Pronoun agreement

   o Spelling rules

Cultural differences can impact ELLs' understanding of U.S. schools, their learning and their academic performance. The following are some areas where cultures behave differently:

- o Eye contact with authority figure

- o Proximity

- o Age and gender groupings

- o Copying work from classmates

- o Inflection and pacing of speaking

- o Gestures

Suggestions for additions or revisions should be submitted to